

# **Tennessee Response to Intervention Model**

## **RTI Rubric**

## Overview:

This rubric is adapted from the IRIS Center's template for RTI Guidelines that appears in the fifth module of the RTI series – *Considerations for School Leaders*, found at [http://iris.peabody.vanderbilt.edu/rti\\_leaders/chalcycle.htm](http://iris.peabody.vanderbilt.edu/rti_leaders/chalcycle.htm). It was developed by the Tennessee State Personnel Development Grant Management Team and written by Melanie Karsanac. It has also been reviewed by the National Center on Response to Intervention. It provides specifics on what the department of education is looking for when approving RTI plans. **An LEA or individual school proposing to use the RTI model for the identification of learning disabilities must submit, and have approved, a plan.** Plans should be submitted to Veronica McDonald, Director of Program Improvement, Division of Special Education, 7<sup>th</sup> floor, Andrew Johnson Tower, 710 James Robertson Parkway, Nashville, Tennessee 37243.

The rubric presented is intended for general guidance; but in order to receive approval, all components presented should be addressed. The state will use this rubric when reviewing an RTI plan and scores of 0 or 1 will have to be revised prior to approval. RTI plans receiving 90% or greater will be approved. For example, if a plan consists of 6 Components it would have to receive 92 pts out of a possible 102. The State allows for some variation in models for implementing an RTI model; therefore, allowance for more than three (3) tiers of instruction is made. If the LEA decides to use more than three (3) tiers of instruction this should be noted and Component 4 should be repeated until all tiers are addressed. **Submission of an RTI plan is not mandatory, unless it is to be used for identification of learning disabilities. It is recommended to submit the plan after RTI has been implemented with fidelity in the school(s).**

**\*Note regarding subject area:** A school or district who intends to implement an RTI approach may choose to do so in either reading or math, or both subject areas. The State recommends beginning with reading, but a school or district may choose to do both reading and math. Implementing a full RTI approach for both subject areas is NOT required at this time. However, the standards for pre-referral intervention and progress monitoring must be in place. In submitting an RTI plan, each LEA or district must describe procedures to be used in the subject areas involved in the RTI process.

School System \_\_\_\_\_

Date Submitted \_\_\_\_\_

## Plan for RTI Implementation

The following people have reviewed and support the plan that is being submitted

Name	Position	Signature

### **FOR SDE USE ONLY**

**Date received:**

**Date of Review:**

**Status:   Approved   Denied**

**Date returned for corrections:**

**Comments:**

## RTI Components

<b><i>Component 1</i></b>
<b>General Procedures</b>
1.1 General RTI Information 1.2 District/School Level Teams 1.3 Universal Screening Procedures 1.4 Data-based Decision Making Procedures 1.5 Students entering mid-term 1.6 Contact with Parents 1.7 Procedures to be used with English Language Learners
<b><i>Component 2</i></b>
<b>Tier I Procedures</b>
2.1 Description and Length of Core Curriculum 2.2 Instructional Practices 2.3 Progress-Monitoring Procedures in Tier I – <b>IF APPLICABLE</b> – include only if children’s progress will be monitored in Tier I 2.4 Data-based Decision Making Procedures – <b>IF APPLICABLE</b> – include only if children’s progress will be monitored in Tier I 2.5 Professional Development provided for Tier I instruction 2.6 Fidelity Monitoring
<b><i>Component 3</i></b>
<b>Tier II Procedures</b>
3.1 Description of Tier II Interventions 3.2 TIER II Configuration 3.3 Progress-Monitoring Procedures in Tier II 3.4 Data-based Decision Making Procedures 3.5 Professional Development provided for Tier II interventions 3.6 Fidelity Monitoring
<b><i>Component 4 (IF APPLICABLE – if there is no Tier III please include 4.1 under Component 3)</i></b>
<b>Tier III Procedures</b>
4.1 Consideration for Special Education 4.2 Description of Tier III Interventions 4.3 TIER III Configuration 4.4 Progress-Monitoring Procedures in Tier III 4.5 Data-based Decision Making Procedures 4.6 Professional Development provided for Tier III interventions 4.7 Fidelity Monitoring
<b><i>Component 5</i></b>
<b>Special Education Procedures</b>
5.1 General Special Education Procedures 5.2 Components of Special Education Evaluation and Eligibility 5.3 Progress Monitoring Procedures in Special Education 5.4 Data-based Decision Making Procedures 5.5 Parent Written Request for Evaluation 5.6 Fidelity Monitoring
<b><i>Component 6</i></b>
<b>Program Evaluation</b>
6.1 Overall Program Evaluation Procedures

## RTI Rubric

District Name: \_\_\_\_\_

Date of Review: \_\_\_\_\_

### ***Component 1 – General Procedures***

	<b>0 No Indication</b>	<b>1 Limited Description</b>	<b>2 Adequate Description</b>	<b>3 Exemplary Description</b>	<b>Score</b>
1.1 General RTI Information	LEA provides no information regarding academic areas where RTI will be implemented or the number of tiers that will be implemented.	LEA gives limited description of academic areas which includes the subject in which RTI will be implemented, and indicates the number of tiers that will be implemented.	LEA describes academic areas, including 1 of the 2 following components: a) subject and grade level in which RTI will be implemented, and b) schools that will implement RTI. Also addresses the number of tiers to be implemented and gives brief indication of what each tier will be (i.e. gen. ed/special ed.)	LEA provides description of academic areas, including 2 of the 2 following components: a) subject and grade level in which RTI will be implemented, and b) schools that will implement RTI. Also addresses the number of tiers to be implemented and gives brief indication of what each tier will be (i.e. gen. ed/special ed.)	
1.2 District/School Level Teams	LEA provides no information on the district or school level teams.	LEA indicates RTI support team members.	LEA describes district/school level teams by addressing 2 of the 3 following components: a) gives description of District leadership team and their roles, b) gives description of RTI support team members and their roles, c) indicates frequency of meetings.	LEA describes district/school level teams by addressing 3 of the 3 following components: a) gives description of District leadership team and their roles, b) gives description of RTI support team members and their roles, c) indicates frequency of meetings.	
1.3 Universal Screening Procedures	LEA provides no information on universal screening procedures.	LEA provides brief explanation of which universal screening measure will be used.	LEA describes universal screening procedures by including 2 of the 3 following components: a) which measure will be used, b) how often it will be administered, and c) who will administer it.	LEA addresses universal screening procedures by including 3 of the 3 following components: a) which measure will be used, b) how often it will be administered, and c) who will administer it.	
1.4 Data-based Decision Making Procedures	LEA provides no information on how they will make decisions based on the data they obtain from universal screening.	LEA gives limited explanation that data from the universal screening will be interpreted and used for instructional adjustments.	LEA describes the data-based decision making procedures by addressing 1 of the 2 following components: a) the criteria established for using data (i.e. cut scores), and b) decisions that will be made from the results	LEA describes data-based decision making procedures by addressing 2 of the 2 following components: a) the criteria established for using data (i.e. cut scores), and b) decisions that will be made from the results	

1.5 Students entering mid-term	LEA provides no information on the procedures for students who enter the district mid-term.	LEA addresses the universal screening procedures that will occur for students entering mid-term.	LEA addresses 2 of the 3 following components: a) the universal screening procedures for students entering mid-term, b) what they will do with the screening data, and c) how they will secure records from previous school.	LEA addresses 3 of the 3 following components: a) the universal screening procedures for students entering mid-term, b) what they will do with the screening data, and c) how they will secure records from previous school.	
1.6 Contact with Parents	LEA provides no information on the procedures for contacting parents.	LEA gives limited description of how they will contact parents when there is a referral to special education.	LEA describes contact with parents by addressing 3 of the 4 following components: a) indicates parent contact before initiating and discontinuing tiered interventions, b) parent contact when there is a referral to special education, c) parent contact after each universal screening, and d) indicates how often progress reports will be sent home.	LEA describes contact with parents by addressing 4 of the 4 following components: a) indicates parent contact before initiating and discontinuing tiered interventions, b) parent contact when there is a referral to special education, c) parent contact after each universal screening, and d) indicates how often progress reports will be sent home.	
1.7 Procedures for English Language Learners	LEA provides no explanation on the procedures for English Language Learners	LEA explains universal screening procedures for ELL	LEA addresses 2 of the 3 following components: a) universal screening procedures for ELL, b) what they will do with the screening data, and c) how ELL children will participate in tiered intervention.	LEA addresses 3 of the 3 following components: a) universal screening procedures for ELL, b) what they will do with the screening data, and c) how ELL children will participate in tiered intervention.	
<b>Rationale for General Procedures Scores of 1 or 0:</b>					<b>Total Score</b>
					/21

### ***Component 2 – Tier I Procedures***

	<b>0 No Indication</b>	<b>1 Limited Description</b>	<b>2 Adequate Description</b>	<b>3 Exemplary Description</b>	<b>Score</b>
2.1 Description and Length of Core Curriculum	LEA provides no information on the core curriculum to be used.	LEA gives limited information of the core curriculum for each academic area.	LEA describes 1 of the 2 following components: a) core curriculum for each academic area and b) indicates the length of time that will be spent on the core curriculum each day.	LEA addresses 2 of the 2 following components: a) core curriculum for each academic area and b) indicates the length of time that will be spent on the core curriculum each day.	

2.2 Instructional Practices	LEA gives no information on differentiated instruction.	LEA provides explanation of the differentiated instruction that will occur during core curriculum instruction.	LEA describes 2 of 3 following components: a) how instruction will be differentiated within whole group and small group instruction, b) how instruction will cover the 5 big ideas (reading only) and c) the amount of time that will be spent on differentiated instruction.	LEA describes 3 of 3 following components: a) how instruction will be differentiated within whole group and small group instruction, b) how instruction will cover the 5 big ideas (reading only) and c) the amount of time that will be spend on differentiated instruction.	
2.3 Progress Monitoring Procedures in TIER I <b>*IF APPLICABLE</b>	LEA provides no information on their progress monitoring procedures.	LEA indicates which progress monitoring measure will be used.	LEA describes progress monitoring procedures by indicating 3 of the 4 following components: a) which measure will be used, b) how often (frequency), c) how long (duration) children will be progress monitored in Tier I and d) who will administer the probes.	LEA provides description of progress monitoring procedures by indicating 4 of the 4 following components: a) which measure will be used, b) how often (frequency), c) how long (duration) children will be progress monitored in Tier I and d) who will administer the probes.	
2.4 Data-based Decision Making Procedures <b>*IF APPLICABLE</b>	LEA provides no information on how they will make decisions based on the data they obtain from progress monitoring.	LEA gives limited explanation that data from progress monitoring will be interpreted and used for instructional adjustments.	LEA describes TIER I data-based decision making procedures by addressing 3 of the 4 following components: a) knowledge of setting goals for a child, b) how rate of improvement and performance level will be used in determining adequate progress, c) using the child's data to make instructional decisions, and d) what decisions will be made when a child is or is not making adequate progress.	LEA describes TIER I data-based decision making procedures by addressing 4 of the 4 following components: a) knowledge of setting goals for a child, b) how rate of improvement and performance level will be used in determining adequate progress, c) using the child's data to make instructional decisions, and d) what decisions will be made when a child is or is not making adequate progress.	
2.5 Professional Development	LEA gives no indication of the professional development provided to general education teachers.	LEA addresses what professional development has previously occurred for general education teachers.	LEA describes TIER I professional development by addressing 2 of 3 following components: a) indication of the pre-service and in-service professional development that will occur, b) description of the specific content of professional development that will occur for TIER I instruction, and c) description of professional development that will be offered to new teachers.	LEA describes TIER I professional development by addressing 3 of 3 following components: a) indication of the pre-service and in-service professional development that will occur, b) description of the specific content of professional development that will occur for TIER I instruction, and c) description of professional development that will be offered to new teachers.	
2.6 Fidelity Monitoring	LEA provides no information on how they will monitor the fidelity of TIER I implementation.	LEA indicates that fidelity monitoring will occur.	LEA addresses fidelity monitoring by indicating 2 of the 3 following components: a) the process that will be used to monitor fidelity, b) who will be responsible for fidelity monitoring, and c) how often fidelity of TIER I instruction will be monitored.	LEA gives description of fidelity monitoring by indicating 3 of the 3 following components: a) the process that will be used to monitor fidelity, b) who will be responsible for fidelity monitoring, and c) how often fidelity of TIER I instruction will be monitored.	

<b>Rationale for TIER I Procedures Scores of 1 or 0:</b>	<b>Total Score</b>
	/18

***Component 3 – Tier II Procedures***

	<b>0 No Indication</b>	<b>1 Limited Description</b>	<b>2 Adequate Description</b>	<b>3 Exemplary Description</b>	<b>Score</b>
3.1 Description of TIER II Interventions	LEA gives no explanation of the interventions provided in TIER II.	LEA gives limited description of the TIER II interventions that will be provided in each academic area.	LEA describes TIER II interventions for each academic area by addressing 1 of the 2 following components: a) provides evidence that interventions will be systematic and more intense than TIER I, and b) it is clear in the description whether the LEA is using problem-solving interventions, standard protocol interventions, or hybrid interventions.	LEA gives description of district's scientifically-based core TIER II interventions for each academic area by addressing 2 of the 2 following components: a) provides evidence that interventions will be systematic and more intense than TIER I, and b) it is clear in the description whether the LEA is using problem-solving interventions, standard protocol interventions, or hybrid interventions.	
3.2 TIER II Configuration	LEA gives no information on the number of intervention sessions per week or maximum number of students in group.	LEA indicates the number of TIER II intervention sessions per week.	LEA describes TIER II Configuration by addressing 2 of the 3 following components: a) the number of TIER II intervention sessions per week and length of time for each session, b) the maximum number of students in each group for each academic area, and c) who will be providing the interventions for each academic area.	LEA gives description of TIER II Configuration by addressing 3 of the 3 following components: a) the number of TIER II intervention sessions per week and length of time for each session, b) the maximum number of students in each group for each academic area, and c) who will be providing the interventions for each academic area.	
3.3 Progress Monitoring Procedures in TIER II	LEA provides no information on progress monitoring procedures.	LEA indicates which progress monitoring measure will be used in TIER II.	LEA describes TIER II progress monitoring procedures by indicating 3 of the 4 following components: a) which measure will be used, b) how often (frequency), c) how long (duration) children will be progress monitored in Tier II and d) who will administer the probes.	LEA provides description of TIER II progress monitoring procedures by indicating 4 of the 4 following components: a) which measure will be used, b) how often (frequency), c) how long (duration) children will be progress monitored in Tier II and d) who will administer the probes.	
3.4 Data-based Decision Making Procedures	LEA provides no information on how they will make decisions based on the data they obtain in TIER II interventions.	LEA gives limited indication that data from progress monitoring in TIER II interventions will be interpreted and used for instructional adjustments.	LEA describes TIER II data-based decision making procedures by addressing 3 of the 4 following components: a) knowledge of setting goals for a child, b) how rate of improvement and performance level will be used in determining adequate progress, c) using the child's data to make instructional decisions, and d) what decisions will be made when a child is or is not making adequate progress.	LEA describes TIER II data-based decision making procedures by addressing 4 of the 4 following components: a) knowledge of setting goals for a child, b) how rate of improvement and performance level will be used in determining adequate progress, c) using the child's data to make instructional decisions, and d) what decisions will be made when a child is or is not making adequate progress.	



3.5 Professional Development	LEA provides no information on the professional development provided to general education teachers.	LEA addresses what professional development has previously occurred for general education teachers.	LEA describes TIER II professional development by addressing 2 of 3 following components: a) indication of the pre-service and in-service professional development that will occur, b) description of the specific content of professional development that will occur for TIER II instruction, and c) description of professional development that will be offered to new teachers.	LEA describes TIER II professional development by addressing 3 of 3 following components: a) indication of the pre-service and in-service professional development that will occur, b) description of the specific content of professional development that will occur for TIER II instruction, and c) description of professional development that will be offered to new teachers.	
3.6 Fidelity Monitoring	LEA gives no information on how they will monitor the fidelity of TIER II implementation.	LEA indicates that fidelity monitoring will occur.	LEA addresses fidelity monitoring by indicating 2 of the 3 following components: a) the process that will be used to monitor fidelity, b) who will be responsible for fidelity monitoring, and c) how often fidelity of TIER II interventions will be monitored.	LEA gives description of fidelity monitoring by indicating 3 of the 3 following components: a) the process that will be used to monitor fidelity, b) who will be responsible for fidelity monitoring, and c) how often fidelity of TIER II interventions will be monitored.	
<b>Rationale for TIER II Procedures Scores of 1 or 0:</b>					<b>Total Score</b>
					/18

**Component 4 – Tier III Procedures – IF APPLICABLE**

	<b>0 No Indication</b>	<b>1 Limited Description</b>	<b>2 Adequate Description</b>	<b>3 Exemplary Description</b>	<b>Score</b>
4.1 Consideration for Special Education	LEA gives no information on when a referral to special education will be made.	LEA gives limited information on when a referral to special education will be made.	LEA gives description of a referral to special education by indicating 2 of the 3 following components: a) team members involved in making a decision to refer for special education, b) when a referral will occur, and c) parent involvement in the referral.	LEA gives description of a referral to special education by indicating 3 of the 3 following components: a) team members involved in making a decision to refer for special education, b) when a referral will occur, and c) parent involvement in the referral.	
4.2 Description of TIER III Interventions	LEA gives no information on the interventions provided in TIER III.	LEA gives limited description of the TIER III interventions that will be provided in each academic area.	LEA describes TIER III interventions for each academic area by addressing 1 of the 2 following components: a) provides evidence that interventions will be systematic and more intense than TIER II, and b) it is clear in the description whether the LEA is using problem-solving interventions, standard protocol interventions, or hybrid interventions.	LEA gives description of district's scientifically-based core TIER III interventions for each academic area by addressing 2 of the 2 following components: a) provides evidence that interventions will be systematic and more intense than TIER II, and b) it is clear in the description whether the LEA is using problem-solving interventions, standard protocol interventions, or hybrid interventions.	

4.3 TIER III Configuration	LEA provides no information on the number of intervention session per week or maximum number of students in group.	LEA indicates the number of TIER III intervention sessions per week.	LEA describes TIER III Configuration by addressing 2 of the 3 following components: a) the number of TIER III intervention sessions per week and the length of time for each session, b) the maximum number of students in each group for each academic area, and c) who will be providing the interventions for each academic area.	LEA gives description of TIER III Configuration by addressing 3 of the 3 following components: a) the number of TIER III intervention sessions per week and the length of time for each session, b) the maximum number of students in each group for each academic area, and c) who will be providing the interventions for each academic area.	
4.4 Progress Monitoring Procedures in TIER III	LEA gives no information on progress monitoring procedures.	LEA indicates which progress monitoring measure will be used in TIER III.	LEA describes TIER III progress monitoring procedures by indicating 3 of the 4 following components: a) which measure will be used, b) how often (frequency), c) how long (duration) children will be progress monitored in Tier III and d) who will administer the probes.	LEA provides description of TIER III progress monitoring procedures by indicating 4 of the 4 following components: a) which measure will be used, b) how often (frequency), c) how long (duration) children will be progress monitored in Tier III and d) who will administer the probes.	
4.5 Data-based Decision Making Procedures	LEA provides no information on how they will make decisions based on the data they obtain in TIER III interventions.	LEA gives limited indication that data from progress monitoring in TIER III interventions will be interpreted and used for instructional adjustments.	LEA describes TIER III data-based decision making procedures by addressing 3 of the 4 following components: a) knowledge of setting goals for a child, b) how rate of improvement and performance level will be used in determining adequate progress, c) using the child's data to make instructional decisions, and d) what decisions will be made when a child is or is not making adequate progress.	LEA describes TIER III data-based decision making procedures by addressing 4 of the 4 following components: a) knowledge of setting goals for a child, b) how rate of improvement and performance level will be used in determining adequate progress, c) using the child's data to make instructional decisions, and d) what decisions will be made when a child is or is not making adequate progress.	
4.6 Professional Development	LEA provides no information on the professional development provided to general education teachers.	LEA addresses what professional development has previously occurred for general education teachers.	LEA describes TIER III professional development by addressing 2 of 3 following components: a) indication of the pre-service and in-service professional development that will occur, b) description of the specific content of professional development that will occur for TIER III instruction, and c) description of professional development that will be offered to new teachers.	LEA describes TIER III professional development by addressing 3 of 3 following components: a) indication of the pre-service and in-service professional development that will occur, b) description of the specific content of professional development that will occur for TIER III instruction, and c) description of professional development that will be offered to new teachers.	
4.7 Fidelity Monitoring	LEA gives no information on how they will monitor the fidelity of TIER III implementation.	LEA indicates that fidelity monitoring will occur.	LEA addresses fidelity monitoring by indicating 2 of the 3 following components: a) the process that will be used to monitor fidelity, b) who will be responsible for fidelity monitoring, and c) how often fidelity of TIER III interventions will be monitored.	LEA addresses fidelity monitoring by indicating 3 of the 3 following components: a) the process that will be used to monitor fidelity, b) who will be responsible for fidelity monitoring, and c) how often fidelity of TIER III interventions will be monitored.	

<b>Rationale for TIER III Procedures Scores of 1 or 0:</b>	<b>Total Score</b>
	/21

***Component 5 – Special Education Procedures***

	<b>0 No Indication</b>	<b>1 Limited Description</b>	<b>2 Adequate Description</b>	<b>3 Exemplary Description</b>	<b>Score</b>
5.1 General Special Education Procedures	LEA provides no evidence of ability to meet all rules and regulations for a special education evaluation.	LEA gives limited information on meeting all of the rules and regulations for a special education evaluation, which includes obtaining consent to evaluate.	LEA provides description of their effort to meet all of the rules and regulations for a special education evaluation including 1 of 2 following components: a) obtaining consent to evaluate, and b) meeting the 9 standards for SLD identification.	LEA provides description of their effort to meet all of the rules and regulations for a special education evaluation including 2 of 2 following components: a) obtaining consent to evaluate, and b) meeting the 9 standards for SLD identification.	
5.2 Components of a Special Education Evaluation	LEA reports none of the components of the special education evaluation.	LEA describes measures that will be taken to rule out lack of instruction, limited English proficiency, visual or hearing impairment, orthopedic impairment, mental retardation, emotional disturbance, environmental or cultural factors, motivational factors, and situational trauma.	LEA describes the components of a special education evaluation by including 2 of the 3 following components: a) describes measures that will be taken to rule out lack of instruction, limited English proficiency, visual or hearing impairment, orthopedic impairment, mental retardation, emotional disturbance, environmental or cultural factors, and situational trauma, b) includes components of the psycho-educational evaluation, and c) the steps they will take if a disability other than SLD is suspected at anytime during the interventions.	LEA gives description of the components of a special education evaluation by including 3 of the 3 following components: a) describes measures that will be taken to rule out lack of instruction, limited English proficiency, visual or hearing impairment, orthopedic impairment, mental retardation, emotional disturbance, environmental or cultural factors, motivational factors, and situational trauma, b) includes components of the psycho-educational evaluation, and c) the steps they will take if a disability other than SLD is suspected at anytime during the interventions.	
5.3 Progress Monitoring Procedures in Special Education	LEA gives no information on progress monitoring procedures.	LEA indicates which progress monitoring measure will be used when a child is receiving special education services.	LEA describes progress monitoring procedures by addressing 4 of the 5 following components: a) measure to be used, b) how often (frequency), c) how long (duration) children will be progress monitored in special education, d) who will administer the probes, and e) progress monitoring procedures for reevaluations of children who are suspected of having an eligibility change to SLD.	LEA provides description of progress monitoring procedures by addressing 5 of the 5 following components: a) measure to be used, b) how often (frequency), c) how long (duration) children will be progress monitored in special education, d) who will administer the probes, and e) progress monitoring procedures for reevaluations of children who are suspected of having an eligibility change to SLD.	

5.4 Data-based Decision Making Procedures	LEA provides no information on how they will make decisions based on the data they obtain when a child is receiving special education services.	LEA gives limited indication that data from progress monitoring through special education will be interpreted and used for instructional adjustments.	LEA describes special education data-based decision making procedures by addressing 4 of the 5 following components: a) knowledge of setting IEP goals for a child, b) how rate of improvement and performance level will be used in determining adequate progress, c) using the child's data to make instructional decisions, and d) what decisions will be made when a child is or is not making adequate progress, e) statement regarding exiting a child from special education services.	LEA describes special education data-based decision making procedures by addressing 5 of the 5 following components: a) knowledge of setting IEP goals for a child, b) how rate of improvement and performance level will be used in determining adequate progress, c) using the child's data to make instructional decisions, and d) what decisions will be made when a child is or is not making adequate progress, e) statement regarding exiting a child from special education services.	
5.5 Parent Request for Evaluation	LEA does not provide district procedures for when a parent requests an SLD evaluation.	LEA indicates that an evaluation will be completed when a parent requests an evaluation.	LEA gives description of procedures/steps taken when parent writes a request for evaluation by addressing 3 of the 4 following components: a) parent communication, b) data collection, c) interventions provided, and d) evaluation procedures.	LEA gives description of procedures/steps taken when parent writes a request for evaluation by addressing 4 of the 4 following components: a) parent communication, b) data collection, c) interventions provided, and d) evaluation procedures.	
5.6 Fidelity Monitoring	LEA gives no information on how they will monitor the fidelity of special education services.	LEA indicates that fidelity monitoring will occur.	LEA addresses fidelity monitoring by indicating 2 of the 3 following components: a) the process that will be used to monitor fidelity, b) who will be responsible for fidelity monitoring, and c) how often fidelity of special education interventions will be monitored.	LEA gives description of fidelity monitoring by indicating 3 of the 3 following components: a) the process that will be used to monitor fidelity, b) who will be responsible for fidelity monitoring, and c) how often fidelity of special education interventions will be monitored.	
<b>Rationale for Special Education Procedures Scores of 1 or 0:</b>					<b>Total Score</b>
					/18

### ***Component 6 – Program Evaluation***

	<b>0 No Indication</b>	<b>1 Limited Description</b>	<b>2 Adequate Description</b>	<b>3 Exemplary Description</b>	<b>Score</b>
6.1 Program Evaluation Procedures	LEA provides no explanation of how they will determine the effectiveness of RTI in their district	LEA indicates that RTI implementation will be evaluated at the district-level	LEA provides description of program evaluation procedures by indicating 1 of the 2 following components: a) how the overall effectiveness of RTI will be evaluated at pre-determined points throughout the year, and b) describes how the summary data will be used to make district-wide improvements.	LEA provides description of program evaluation procedures by indicating 2 of the 2 following components: a) how the overall effectiveness of RTI will be evaluated at pre-determined points throughout the year, and b) describes how the summary data will be used to make district-wide improvements.	

Rationale for Program Evaluation Scores of 1 or 0:	Total Score	/3
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**Total RTI Plan Evaluation:**

	Total Score
<i>Component 1 – General Procedures</i>	
<i>Component 2 – Tier I Procedures</i>	
<i>Component 3 – Tier II Procedures</i>	
<i>Component 4 – Tier III Procedures</i>	
<i>Component 5 – Special Education Procedures</i>	
<i>Component 6 – Program Evaluation</i>	
<i>Total RTI Plan Score</i>	

**Evaluator Comments:**

**Evaluator Signature:** \_\_\_\_\_

Tennessee Department of Education, Division of Special Education

**Date of Review:** \_\_\_\_\_